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NOTES ON GEOGRAPHICAL EDUCATION.

BY

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PHYSICAL GEOGRAPHY AS A COLLEGE ENTRANCE SUBJECT.—The increased importance of physical geography as an entrance subject for colleges is shown by the recent action of the College Entrance Examination Board of the Middle States and Maryland in adding this subject, among others, to the list of subjects in which examinations were given by the Board last year.

The requirement in physical geography, as presented by the Board, is conformable to the other science requirements in being based on the Report of College Entrance Requirements made to the National Educational Association in 1899. The requirement demands one year of school laboratory and text study of physical geography from a modern point of view, and "includes material for the most part common to the leading text-books, though it should be recognized that no adequate laboratory manual is at present available."

The field of physical geography in secondary schools is recognized as including the earth as a globe, the ocean, the atmosphere, and the land. In the detailed requirement published by the Board the several large topics under each division are outlined, with the recommendation that the time allowance be proportionately increased in the order named above. A study of the requirements as outlined by the Board will show that certain topics generally included in a secondary course in physical geography are omitted. Such, for instance, is the topic of light, which belongs to physics and not to physical geography, though it is included in the topics recommended for such a course in the 1900 syllabus of the Regents of the University of the State of New York. It is further recommended by the Board that each topic be treated so far as to show its causal relation to other topics, and that so far as possible the effects of earth features on life conditions be emphasized. The candidate's preparation should include:

a. The study of one of the leading secondary text-books in physical geography, that the pupil may gain a knowledge of the essential principles and of well-selected facts illustrating those principles.

b. Individual laboratory work, comprising at least forty exercises. From one-third to one-half of the candidate's class-room work should be devoted to laboratory exercises. In the autumn and spring, field trips should take the place of laboratory exercises.

Such a definite and ordered requirement as is presented by the Board ought to make the geography work in secondary schools more scientific in character and more logical in method, through the emphasis of the causal side of physical geography, so that so far as can be causes may precede effects in presentation.

The report includes also a series of suggested exercises, from which the forty exercises presented by the pupil may well be selected. After each problem suggested is given its value as a proportionate part of forty, that will be assigned to it. These exercises are to be recorded in a note-book, and the note-book must be presented at the examination. Furthermore, the note-book must be the *original* note-book, and not a copy. "This book should contain an index of subjects, and must bear the endorsement of the teacher certifying that the notes are a true record of the pupil's work."

It is believed that such a recognition of the value of physical geography as a college entrance subject will have a beneficial effect on the subject as taught in the colleges and universities and the secondary schools. Students will be able to come to their college work with some training in the elements of the subject, and the secondary schools having a definite plan to follow, which will be acceptable to the leading colleges, will have an incentive to improve the character of their geography work, so as to make the subject more disciplinary and less encyclopedic in character. Through uniformity of requirement the schools will be able to fit pupils for any college, and thus save a certain scattering of energy that now prevails in secondary schools.

If now we can have a laboratory manual adaptable to secondary work in physical geography, and if the same course that is acceptable for college entrance be also accepted by the Regents of the University of the State of New York, the character of secondary geography work in the schools of New York and vicinity ought to be vastly improved in the near future.

School Journals of Geography of America.—Five years ago, in obedience to the suggestion of several educators who were in touch with the school conditions of the country, the *Journal of*

School Geography was started, with the purpose in mind of aiding the teacher of geography in elementary schools. Two years later the scope of the *Journal* was enlarged to include secondary work as well. During the five years the *Journal* has presented many strong articles from geographers and teachers of geography that have been cordially endorsed and widely approved in all parts of the world. The success of the *Journal* has been greater than was anticipated, and has shown that there is a rapidly-increasing body of teachers who desire the newest and best in school geography.

Two years ago a second school journal devoted to geographical education was started by Professor Edward M. Lehnerts, of the State Normal School, Winona, Minn., under the title of the *Bulletin of the American Bureau of Geography.* This journal has been well illustrated and attractive in character, and has proved a great success in every way. There is, however, no reason for rivalry in so limited a field as geography teaching, but rather every reason for co-operation and the most efficient expenditure of energy.

For these reasons the two journals noted above will cease to exist after January 1, 1902, and will be replaced by a new journal called *The Journal of Geography, Devoted to the Advancement of Geographical Education.* The new *Journal* will be under the combined editorship of the editors of its predecessors, and of Dr. J. Paul Goode, of the University of Pennsylvania. The *Journal* will be issued ten times a year, and will contain 480 pages to the volume. The board of associate editors will contain the leading workers in geography in the country, and will include a representative from nearly every branch of special geography. It is hoped that the new paper, succeeding to such well-founded prestige, may be vastly superior in every way to its predecessors, and the possibility of such a paper shows, perhaps more conclusively than other things, the improvement in all phases of geographical education since the appearance of the memorable Report of the Committee of Ten, nearly a decade ago.

THE SECONDARY SCHOOL COURSE OF STUDY IN PHYSICAL GEOGRAPHY IN NEW YORK STATE.—The New York State Science Teachers' Association has in its five years of existence done much in presenting the need of improved work in physical geography in the secondary schools of New York State. At the 1900 annual meeting, a Committee of Seven was appointed to present a course of study to the Association this year, with recommendations for laboratory work. As the Committee was not completed until late in the past summer, it will present this year only the proposed course of study. It is planned by the Committee to have the course of study follow the suggestions of the Report on College Entrance Requirements of the National Educational Association, and at the same time fulfil the needs of the requirements of the College Entrance Examination Board of the Middle States and Maryland. The report, when completed, will probably be printed by the University of the State of New York in the report of the 1901 meeting of the State Science Teachers' Association. The Committee of Seven consists of Principal George H. Walden, of Grammar School No. 10, Rochester, N. Y.; W. W. Clendennin, Wadleigh High School, New York City; C. Stuart Gager, of the New York State Normal College, Albany, N. Y.; Frank Carney, of the High School, Ithaca, N. Y.; P. F. Piper, of the High School, Buffalo, N. Y., and Richard E. Dodge (Chairman), of the Teachers College, Columbia University.

GEOGRAPHY AT THE NEW YORK STATE SCIENCE TEACHERS' ASSOCIATION MEETING, 1901.—The Earth Science Section of the New York State Science Teachers' Association will devote two half-day sessions to the problems of geography at the approaching meeting. The first session will be devoted to geography work in normal schools, the discussion being led by Professor C. Stuart Gager, of the New York State Normal College, Albany; Professor A. W. Farnham, of the Oswego Normal School; Principal C. T. MacFarlane, of the Brockport Normal School, and Professor Will S. Monroe, of the Normal School, Westfield, Mass. The second session will be devoted to a discussion of the Report of the Committee of Seven, led by C. F. Wheelock, Head Inspector of the Regents of the University of the State of New York, Miss Belle Meserve, of the Utica Free Academy, and Professor A. P. Brigham, of Colgate University.

AN IMPORTANT REPORT OF ELEMENTARY SCHOOL GEOGRAPHY.—The New England Association of School Superintendents in 1900 appointed a committee to report on the subject of school geography in 1901. The Committee consisted of Superintendent Horace S. Tarbell, of Providence, R. I., author of a well-known series of geographies, Superintendent Louis P. Nash, of Holyoke, Mass., and Principal F. F. Murdock, of the State Normal School, North Adams, who has contributed largely to the literature of geography teaching, and especially in a little book known as a Teacher's Outline of Elementary Geography.

The Committee submitted a printed report of 66 octavo pages at the 1901 meeting of the Association in November, which report deserves to be read, analyzed, and digested by every one interested in the betterment of school geography.

The report opens with an attempt to answer the following questions from the school standpoint:

1. What is commonly understood by the term "geography"?
2. What is the value of geography?
3. What are its aims?
4. What is the distinction between the *Old* geography and the *New?*
5. Is geography a science?
6. What are its scope and limitations?

The question as to what is geography is presented by reviewing the definitions of geography as given in the leading dictionaries, in the reports of the Committees of Ten, of Fifteen, and of Twelve of the National Educational Association, by showing the scope of subjects included in the *Scottish Geographical Magazine* for 1900, and by giving the contents of Professor Wagner's *Lehrbuch der Geographie.* Strangely enough, the Committee has overlooked Dr. H. R. Mill's classical shorthand definition of geography as "the study of the earth in its relation to man" and his longer definition, included in his International Geography, to the effect that "Geography is the exact and organized knowledge of the distribution of phenomena on the surface of the earth, culminating with the interaction of man with his terrestrial environment."

As regards the value of geography, the Committee, after quoting from Dr. Harris, announces that "as a source of information, valuable in itself and not merely as an instrument, it (geography) has no equal among its associate subjects."

The Committee presents for aims to be more or less attained through geographical study: 1.—Training in seeing the facts of geography about one; 2, making the learning from books and the printed page a power and a habit; 3, "to establish the habit of considering facts and making inferences thereon: the reasoning involved in the right study of geography is more closely like that of mature life than that in any other school exercise;" 4, the fourth purpose is "to gain such knowledge about the earth and its inhabitants as shall make us know the world we live in, both as to the land on which are spread out the nations and the people, with their varied means of providing for continual, essential and universal wants."

In comparing the Old geography and the New, the Committee emphasizes especially the point of view now held in reference to geography because of the doctrine of evolution, and shows that many so-called "new" geographies are new only in date and not in spirit. In contrasting the mental effects of the old and new points of view in reference to the subject, the Committee says, "Instead of limiting explanations and reasons to the single chapter on climate, as was the case with the geographies of the older type, the geographies having modern thought as their basis carry throughout all their chapters the fundamental idea of a succession of effects from evident causes, constantly appealing to this thought and constantly illustrating it, teaching that a reason for a present fact can be found by reference to antecedent facts readily inferred and to forces readily comprehended."

To show that geography is a science the Committee reviews the three stages in the development of a science:

> In the first no boundaries between them are seen, and all knowledge pertinent to their common foundation is gathered and discussed;
>
> In the second, the boundaries between them are upreared, and the fields between these boundaries are separately cultivated;
>
> In the third stage, a wide familiarity with several of these separated fields of study enables the advanced student to perceive the underlying strata of principles, to make broad generalizations and to see the several sciences in the unity of their fundamental relationships.
>
> In a sense the knowledge of geography may be considered as existing in all three stages according to the maturity, ability, and scholarship of those to whom its varied subject-matter appeals.
>
> To the children in our elementary schools it is in an indefinite form knowledge about the earth's surface, the treasures within and the life thereon.
>
> To those who have studied the subject somewhat, and to specialists in other fields it appears in the second stage. These students rear high walls about it.
>
> To those who have widely studied the science, the natural lines of division between its several branches appear, and also the fundamental unity that makes its several divisions one.

In furtherance of the same point the Committee shows that geography is a many-sided science, that closely interrelates with many other sciences. Because of these many interrelations it is necessary to choose the facts and geographical laws that are essential and yet adapted to children in elementary grades. The pages on the scope and limitations of geography are devoted to showing that it is hard to keep non-geographical matters out of a subject so long considered as a catch-all as geography has been. Particular emphasis is laid upon the fact that as a rule the technical processes of industries are not geographical. "Geography proper ops with the raw material and transportation." An excellent caution is inserted to the effect that the new geography may be as easily overloaded with details as was the old-fashioned, so-called "sailor geography," with its "burden of unimportant rivers and capes and petty towns."

The relations of geography and other subjects are suggestively shown by bringing the relations to geometry, drawing, and arithmetic through the necessary study of direction, distance, and form; to literature and art, through the proper introduction of description or picture; to history, in the emphasis of the effects of environment on the ongoing of man; to nature study, through observation of life and its surroundings.

The report then considers the attitude of a child's mind at different stages and hence the method of teaching that must be followed if the work would be effective:

> The appearance, relative position, activities, and simple uses of geographical objects, the obvious causes and effects, the ready comparisons and generalizations, are the products of observation, imagination, and simple reasoning, and are the content of Elementary Geography.
>
> The less obvious activities and relations, the deeper causes and effects, the classes, principles, and laws of geographical phenomena are chiefly products of comparison, generalization and reasoning, and are the content of Scientific Geography.
>
> Elementary Geography is the portion for primary and grammar schools. Scientific Geography is the high school and college portion.

Based on these principles a general course of study is worked out for the whole elementary school, with the work divided according to grades, and with special emphasis of the methods to be employed and the pitfalls to be avoided. The Committee recommend that the first four years be devoted to a preliminary study of geographical objects and particularly of those elements that enter into a child's life. Detailed suggestions are given. The fifth and sixth year are to be devoted to the world as a whole, the sixth and seventh year to the continents, and the eighth year to the leading nations and the State, with a comparative study of the world in the ninth year.

It would seem that the Committee recommends a course that is unnecessarily slow, for there seems to be no reason why the world as a whole should be postponed so late or considered so long. Again, it would seem rational and necessary to have the study of one's own country more fully done in the earlier years. It should be remembered, however, that no course of study can fit all schools and all areas. The Committee has done well, therefore, in making its suggestions elastic, though definite.

The report is especially strong in showing what should not be done in geography and the geographical reasons therefor. No single publication along this line of such practical value to the non-geographically trained teacher has come to our attention.

RECENT WORK OF THE GEOGRAPHICAL ASSOCIATION (BRITAIN).—The Geographical Association of Britain, after eight years of unremitting and promising labor, has recently taken a great step in advance in inaugurating a new magazine for British teachers, called *The Geographical Teacher.*

For several years the Geographical Association has taken advantage of the possibilities furnished by the *Journal of School Geography*, and has at the same time actively exploited the necessity of a teachers' journal of geography that should be distinctly adapted to the progress of British teachers, and thus more valuable than any American journal could be.

The increased interest in geography teaching largely due to the Association, and the faith in the future evidenced by certain members of the Association, have resulted in the new journal noted above. *The Geographical Teacher* is under the editorship of Dr. A. W. Andrews and Dr. A. J. Herbertson, and is published by G. Philip & Son, at one shilling a number. The *Journal* will appear in October, February, and June. If the standard set in the first number is maintained, the new journal will be of interest and help to teachers of America as well as Britain.

The scope will be broad, and yet the papers will be practical and helpful in tone while they are scientific in character.

> It will contain articles on methods of teaching in the class-room and in the open air, on the combination of geography with other subjects in the school course, *e. g.*, geography and history, geography and classics, on syllabuses, on ordnance maps, on typical religions of the globe, especially in the British Dominions and India, on the great cities of the world, and a special series of articles on the Colonies, contributed by Colonial writers. It will criticise existing examination programmes and current examination papers, and review recent geographical literature, maps and appliances from the teacher's point of view.

The active teachers and the leading geographers of Britain have guaranteed their co-operation, and the editors announce a very attractive series of papers ready for publication. The first number is attractive in appearance as to form, paper, and typography, and several of the papers are of very general interest, and should be broadly read in this country.

The Geographical Teacher is sure to be of great value in the field to which it is addressed, and must succeed. It is especially welcome as a sign of the times in Britain that geography is being recognized by schools as worthy of a place on a school programme, not only as a culture subject, but for its value in giving mental discipline.

With the new journal, and the other opportunities furnished by the Association in the way of loaning of slides, in the exchange of photographs, in the furnishing of a clearing house of information for teachers, and in bringing about the publication of such helpful books as Dr. Mill's *Hints to Teachers and Students on the Choice of Geographical Books for Reference and Reading*, the Geographical Association has proved its importance and its power. May its good work increase and may success continue to attend it!